

## SKILL IS EDUCATION.

To Know How to Do Things Well is the Only True Learning.

(Communicated)

This article is designed for a piece on education; not a piece, however, of fashionable orthodoxy, but simply a glance at the subject from merely a layman's point of view.

Between God, Nature, and the Bible there is always absolute harmony; they invariably witness for one another. Nature, speaking through the moral sense, tells every man that it is his duty to make a living for himself, not by tricky speculation but by honest labor. And God, in pronouncing sentence upon the disobedient pair, corroborates this precept of nature in language exceedingly graphic and forceful. The man is not only to work for his bread, but he is to bend to the task until the sweat upon his face shall testify to the tension of his muscles. The words of the gospel, too, are to the same effect. The man who is able to work out a support for his own household, including himself, and is too indolent to do so, is said to be a denier of the Christian faith and is even worse than an infidel.

It is obvious, therefore, that God has no use for a lazy man. He may be ever so fine a fellow in society—he may even profess spiritual conversion, and belong to the church, and even be generous in support of the holy gospel—yet if he is too lazy to roll up his sleeves and by energetic action provide food, clothing and shelter for himself and those rightfully dependent upon him he is, in the estimation of the divine mind, no better than an infidel, and, in the end, will share the fate of the reprobate; that is to say, die and go to hell.

We have said so much to bring into view as prominently as possible the curious fact that God, Nature and the Bible unite in the expression of a much greater concern for the well-being of the human body than for the culture and development of the human intellect.

And this is all in exact accord with the divine plan of creation. God, in working the complete man into existence made first his body. It was not until after this body had been perfectly fitted up and equipped that it was made the abode of a living soul, and dedicated to the service of the intellectual faculty.

Here, then, we catch the fundamental idea of human education; the physical first and the mental second in the order of development. The school, or more particularly the teacher, presumes to take up and carry out the work of humanization just where the divine hand laid it down. In making mental culture the sole object of his attention he thereby proceeds out of accord with the inspired word, in violation of the laws of human nature and in disregard of common experience. If the body, as we have seen, requires first attention in the economy of this life it should also be the first object of cultural treatment in the school; that is, the conservation and development of the pupil's physical powers while at school, together with such theoretical instruction as will qualify him for taking care of his own body after he leaves the school, should constitute the first object of scholastic care. In short, every pupil should be required to receive instruction in and to master the art of honorable self-support.

In order to realize how far our schools of liberal learning are coming short of this most desirable end it is only necessary to glance for a moment at the course of study in which their efficiency is gener-

ally engrossed. Among the great number of branches taught there is scarcely one that has any tendency whatever to qualify the student to produce a loaf of bread, to shape a shingle or make a jacket.

Outside of reading, writing, and the four fundamental rules in mathematics, there is but little in the entire scope of scholastic training that has any practical bearing upon the concerns of this mortal life. The result is obvious. The tramp who called at your kitchen door and importuned for a piece of bread may have been by no means an ignoramus; perhaps was a scholar, having been trained in childhood and youth under the auspices of the public school. Why, then, was he begging for bread? It was not because he was too lazy to do better; he was willing to work for you. It was simply because he did not know how to produce for himself the desired article of food, and the schools had never taught him how to do it. Hence, he was a tramp begging bread.

These propositions will, of course, be stoutly controverted by the optimistic school-man. He will tell you that the mind of the student will be strengthened by the study of these irrelevant abstractions, and the stronger the mind the easier and more certain the success in making a living.

This, however, is but the familiar old fallacy that has been deluding the educational world from time immemorial. Its popularity as an argument well illustrates the success that error may sometimes make in usurping the throne of truth.

The fact is, mental strength is not what a man most needs in order to qualify him to provide for his physical wants, but skill—it is skill that accomplishes all human purposes, skill that constitutes the grand desideratum among mortals. The forecast of sudden changes in the weather serves notice that a hoarse voice and a heavy cough may invade the sanctity of health in your own home. Cautious people have a bottle of One Minute Cough Cure always at hand. E. H. Wise, Madison, Ga., writes: "I am indebted to One Minute Cough Cure for my present good health, and probably my life." It cures coughs, colds, lagrippe, bronchitis, pneumonia and all throat and lung troubles. One Minute Cough Cure cuts the phlegm, draws out the inflammation, heals and softens the mucous membranes and strengthens the lungs. A. W. Foreman. dw

Skill, we repeat, is what we most need; it is what the world needs. It is the common dearth of this generic qualification that fosters, more than anything else, physical want and consequent crime and misery among mankind, and yet our schools, the sole exponent to which we look for the betterment of human conditions, are neither competent nor disposed to teach it.

Let us hear, then, the conclusion of the whole matter: Our notions of education should be so reformed as to substitute skill for knowledge as an end to be attained. Our schools should be so remodeled as to qualify them for the ready impartation of skill instead of knowledge, and no student should be deemed entitled to the credit of a completed education until he has convinced himself of sufficient skill in some honorable calling or profession to enable him, if need be, to go to work at it and work out for himself and those who are dependent upon him a comfortable living.

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Saved At Grave's Brink. "I know I would long ago have been in my grave," writes Mrs. S. H. Newson, of Decatur, Ala. "If it had not been for Electric Bitters. For three years I suffered untold agony from the worst forms of indigestion, water-brash, stomach and bowel dyspepsia. But this excellent medicine did me a world of good. Since using it I can eat heartily and have gained 35 pounds." For indigestion, loss of appetite, stomach, liver and kidney troubles Electric Bitters are a positive guaranteed cure. Only 50c at People's and A. W. Foreman's drug stores. dw

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Digests all classes of food, tones and strengthens the stomach and digestive organs. Cures dyspepsia, indigestion, stomach troubles and makes rich red blood, health and strength. Kodol rebuilds worn-out tissues, purifies, strengthens and sweetens the stomach. Gov. G. W. Atkinson, of W. Va., says: "I have used a number of bottles of Kodol and have found it to be a very effective and indeed, a powerful remedy for stomach ailments. I recommend it to my friends." A. W. Foreman. dw

### A Cold Wave.

The forecast of sudden changes in the weather serves notice that a hoarse voice and a heavy cough may invade the sanctity of health in your own home. Cautious people have a bottle of One Minute Cough Cure always at hand. E. H. Wise, Madison, Ga., writes: "I am indebted to One Minute Cough Cure for my present good health, and probably my life." It cures coughs, colds, lagrippe, bronchitis, pneumonia and all throat and lung troubles. One Minute Cough Cure cuts the phlegm, draws out the inflammation, heals and softens the mucous membranes and strengthens the lungs. A. W. Foreman. dw

### Coughs, Colds and Constipation.

Few people realize when taking cough medicines other than Foley's Honey and Tar, that they contain opiates which are constipating besides being unsafe, particularly for children. Foley's Honey and Tar contains no opiates, is safe and sure and will not constipate. Sold by People's drug store. dw

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